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AUTHOR Bickle, Craig
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ABSTRACT

This study examines whether a recommended list of videos and a video display in a community college library cause the circulation of these items to increase, as previous research has shown. During a 10-week pretest period, the circulation of a sample of the videos in the 800s section of the Educational Resources Center at the Columbus State Community College (Ohio) was recorded. Videos (N=151) which had not circulated well in the past comprised the sample. These items were then divided into three groups: one group was displayed; one group was included in a list of recommended items and distributed; and one group acted as a control group. The latter two groups remained at their normal positions on the shelves throughout the duration of the experiment. At the end of the experimental period, circulation was again recorded. The circulation of all three groups did increase during the experimental period; however, this increase did not prove to be statistically significant. Analysis of the data and possible explanations for the results of the experiment are presented. (Author/AEF)

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**THE EFFECT OF A RECOMMENDED LIST AND A BOOK DISPLAY ON THE
THE CIRCULATION OF VIDEOS IN A COMMUNITY COLLEGE LIBRARY**

**A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science**

by

Craig Bickle

April 1996

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The Effect of a Recommended List and a Book Display
On the Circulation of Videos in a Community College Library

Kent State University
School of Library and Information Science

Abstract:

An experiment was devised to test the hypotheses that when videos are placed on display or included in a recommended list and distributed in a community college library, the circulation of these items will increase, as previous research has shown occurs when books are recommended or displayed. During a 10 week pretest period, the circulation of a sample of the videos in the 800's section of the Educational Resources Center at the Columbus State Community College was recorded. Videos which had not circulated well in the past comprised this sample. These items were then divided into three groups, one of which was displayed, one of which was included on a list of recommended items and distributed, and one of which acted as a control group. The latter two groups remained at their normal positions on the shelves throughout the duration of the experiment. At the end of the 10 week experimental period, circulation was again recorded. The circulation of all three groups did increase during the experimental period. However, this increase did not prove to be statistically significant. Therefore, the hypotheses were rejected. Analyses of the data and possible explanations for the results of the experiment are presented.

Craig Bickle

April 1996

Master's Research Paper by

Craig Bickle

B.A., University of Dayton, 1991

M.L.S., Kent State University, 1996

Approved by

Adviser Lachara H. Connell Date April 14, 1996

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INTRODUCTION

Reference librarians sometimes hear these complaints, "This library never has what I need," or "There are no good books in this library." It matters little the size or type of library, it is inevitable that at least some patrons will leave the library dissatisfied. On the other hand, librarians who work closely with books, videos, audio tapes, and the growing variety of library materials know that the collections of even the smallest libraries contain information of vast richness and complexity. One of the primary goals of librarians, then, is to introduce disgruntled patrons to the hidden treasures in their collections.

Personal experience at the reference desk has shown me that this problem arises regularly in the community college library at which I work. The primary users of two year college libraries are students who usually seek information which they can translate into research papers rather than materials for diversion or pleasure. However, the collections of community college libraries are rarely as large or varied as the library collections at four-year institutions, whether they are large research universities or smaller liberal arts colleges. For instance, according to the American Library Directory of the twenty-three academic libraries in Ohio whose catalogs are searchable on the statewide Ohiolink database, only one of the five two-year college libraries supports a collection which exceeds 100,000 items. Sinclair Community College has over 130,000 items. In contrast, sixteen of the eighteen four-year college libraries support collections well

above 100,000 items; many of these hold more than a million volumes. Also, the only two libraries besides the community colleges whose collections number less than 100,000 support medical colleges. These libraries collect materials in certain subject areas only. Community colleges simply do not house the large quantity of materials necessary for in-depth research in all subject areas. Consequently, students at these institutions often experience frustration with the library, and reference librarians must be particularly creative to thwart this dissatisfaction by exposing as much of the collection as possible to their patrons.

Two useful devices for increasing the circulation of little-used items are recommended lists and book displays. A substantial amount of research has shown that both techniques increase circulation of books of all kinds. (For example, see Goldhor 1981 and Baker 1986.) It has also been shown that circulation of recommended and displayed books increases in many types and sizes of libraries, including two-year colleges (Aguilar, 1982). However, little research has been done concerning the circulation of audio-visual materials, particularly videos since these items are relative newcomers to library shelves.

This study examines whether a recommended list of videos and a video display in a community college library cause the circulation of these items to increase. If the circulation of displayed and recommended videos does increase, then librarians can use these techniques to expose students to valuable sources

for research which they otherwise might miss.

LITERATURE REVIEW

The first librarian to publish findings that new books displayed separately from the regular stacks circulate at a higher rate than new books immediately placed at their proper location on the shelves was Mueller in 1965 (Baker 86). However, the true pioneer in this area of research is Herbert Goldhor. In 1969-1970 he set up a study to systematically examine whether circulation increases when books are removed from their regular positions on the shelves and displayed prominently in the library. Also, by questioning the patrons who borrowed displayed materials, he attempted to find out why any observed changes in circulation occur. In 1972, he published his findings based on an experiment conducted in two Illinois public libraries. Goldhor found that similar items in two separate public libraries showed a marked difference in circulation when some of the items in one of the libraries were displayed. In fact, the circulation of these materials increased 113 percent. Furthermore, he noted that the method most patrons claimed to utilize for selecting the displayed materials was browsing. Therefore, he postulated that any device which enhances the ability to browse will increase circulation (Goldhor 1972).

Goldhor followed this initial research with an experiment conducted in Jamaica in 1978 and 1979 but this time in a single public library. Again, he studied the effect on circulation of a

prominent display of biographies and found that the displayed items circulated at a rate seven times higher than they had previously. In this experiment he also studied the effect on circulation of a recommended reading list, and, to his surprise, these materials circulated at a significantly higher rate as well. Goldhor had not expected this latter result since a recommended list does not facilitate browsing. However, upon examining this new evidence he modified his original hypothesis and concluded that the significant reason patrons select materials is not browsability but whether a narrowing device such as a list of recommended items or a display is available. Each of these techniques allows patrons to deal with the information overload often encountered in libraries (Goldhor 1981).

In 1981 Aguilar continued the research begun by Goldhor. He also concluded that displayed books circulate at a higher rate than those left on the shelves but this time in an academic setting rather than in a public library. In addition, he surveyed borrowers to ascertain the reason they selected the displayed items. Patrons most often said they borrowed books on display simply because they were on display and "looked interesting." Those that borrowed books in the stacks did so to fulfill course requirements. The implications are that patrons do select items from displays more often than items in the stacks, but a patron's response that a book "looked interesting" does not tell us how patrons select displayed items, whether because of browsability, narrowing aids, or location. Aguilar speculates

that the primary reason may be the principle of least effort, but it also may be impossible to test such a theory objectively given the subjective nature of patron responses. Regardless, it remains the case that displays are an excellent device for librarians who wish to highlight and circulate certain books in their collections, in both public and academic libraries (Aguilar 1982).

Several years later, Baker attempted to find whether Goldhor's second hypothesis would hold when tested again in two public libraries in Illinois but this time under more varying conditions. Baker set up two displays (rather than just one) in each library. She placed one of the displays in each library in a prime or high traffic area and the other in a low traffic area. She also designated some of the titles as "recommended," but, unlike Goldhor who simply left the recommended books in their usual places on the shelves, she marked each of these items with a large red sticker and placed some of them on each display while leaving others in their normal shelf positions as a control group. Baker found that the items in the prime display circulated substantially more than both the second display items and the recommended books. She also found that recommended books circulated only slightly more than they had without the stickers. Based on these results, she concluded that the main reason displayed books circulate at a higher rate than other materials in the collection is the location of the display. Coupled with the insubstantial increase in the circulation of the recommended

titles, she rejected the idea that narrowing devices are the best tools for increasing circulation (Baker 1986).

Finally, research to clarify the effect of displays on circulation was continued by Roy who showed that although circulation of displayed books tends to always increase, displays do not effect overall circulation. She studied eight libraries using various display techniques and concluded that displays tend to displace the circulation of other areas of the collection since the overall circulation fluctuated little (Roy 1993). This research is important to the present study because the goal here is to investigate ways of increasing the circulation of little-used items in a collection which has a stable size. Roy's research suggests that the increase in circulation of one group of items may decrease the pressure on heavily used and therefore rarely available items.

The present research is an attempt to further explore some of the conclusions reached above. Several of the cited authors mention the need to conduct research into the effects of displays and recommended lists on materials other than books. Furthermore, previous researchers have drawn conflicting conclusions when they have attempted to explain why displays increase circulation. Before the question of why this phenomenon occurs can be definitively answered, it may first be necessary to document the effects of displays and recommended lists on all types of materials.

METHODOLOGY

A population of videos from the literature section, the 800s, of the collection at the Columbus State Community College Educational Resources Center, was selected and divided into three groups. Videos are the items in the collection that require the use of a videocassette player to be viewed and heard. The 800s were chosen for this study because they include a substantial portion of the videos in the Columbus State collection. In addition, since the subject matter is literature, students of all majors, and especially students taking required basic English classes, may have found uses for these sources.

Because the intent of the study was to introduce students to little used items, I decided to study only videos that had circulated poorly in the past. Of the 197 videos in the 800s, 46 had circulated 3 or more times in the last 18 months (from April 1994, the date Ohiolink was installed and fully functional in the library, to October 1995) and 151 had circulated 0-2 times. This latter group of 151 initially comprised the total population. However, several of the videos were either checked out or missing at the time the experiment began. The remaining population numbered 144, and these videos were divided into three groups of 48 items each.

The first group of videos was separated from the total population and displayed. The other two groups remained at their normal positions in the stacks throughout the duration of the experiment. The display of videos from group one was placed in a

high traffic area near the circulation desk. A sign with large lettering placed above the book cart that held the videos made the display visible to patrons at a distance. The sign read, "Seen anything good lately? Check these out!" The second group of videos was listed on a single sheet of paper headed, "Some Recommended Videos on Literature" (see appendix A). This list included only titles and call numbers. An ample supply of these lists was then placed on the display next to a sign which read, "Or try these!" The third group was the control group and was not manipulated.

The only variable to be tested by this experiment was circulation, and the three groups were created and manipulated to this end. The circulation of materials is recorded automatically by the Ohiolink circulation subsystem whenever a patron checks out an item. Renewals are not counted as distinct checkouts by the system and were not regarded as such in this study. At Columbus State, students, faculty, and staff all enjoy the same borrowing privileges. Videos can be checked out for one week and renewed once. However, faculty and staff members are not charged fines on overdue materials unless the length of the overdue period is excessive; so, these patrons occasionally keep materials beyond their due dates. Since all patrons must abide by the same rules regarding circulation and renewal of materials, circulation of items checked out by students, faculty, and staff was treated uniformly during the course of this experiment.

The study was designed to test two hypotheses:

- * When videos are prominently displayed in a community college library, the circulation of these items increases.
- * When copies of a recommended list of videos are made available to patrons, the circulation of these items increases.

In order to test the hypotheses, an experiment utilizing a pretest-posttest design was conducted over two ten-week periods. A pretest-posttest design was chosen because this experimental method allows for one dependent variable, in this case circulation, to be tested based on differences observed between the pretest and posttest periods. Also, this method allows for more than one group to be tested. During the pre-experimental phase, October 2 to December 11, 1995, all of the videos in the relevant population remained at their normal positions on the shelves. At the end of the pre-test, the number of times each item had circulated was tabulated. The population was then randomly divided into the three groups and the first group was placed on display for the remainder of the experimental period, from January 9 to March 19, 1996.

It is possible that slight variations in the two ten week periods may have affected any observed change in circulation. However, the time available for the study required that the pre-experimental phase begin three weeks after the start of the fall quarter 1995 at Columbus State and end during the final week of classes for the quarter. The experimental phase, on the other hand, had to begin just one week after the start of classes during winter quarter 1996 and end one week before exam week. It

is assumed that the heaviest use of the collection occurs during the middle and latter part of each quarter when research papers are most often due. If this assumption is true, then the slight difference between the observation periods during each quarter will not skew the results. Also, it is hoped that the length of time the display remained in the library helped to lessen the effects of quarter week variations. Finally, each part of the experiment spanned most of each quarter. Therefore, the comparisons of circulation during each quarter can be measured with a degree of certainty.

To further satisfy myself that the experiment was a true measurement of the effects of the display and recommended list on circulation, I examined the makeup of the groups based on four variables. The variables and the results of this examination are presented in appendix D. In short, the groups proved to be statistically equal.

The statistical analysis generated by this experiment consists of comparisons of circulation observed at the end of the pre-test versus circulation observed at the end of the experimental period and comparisons of circulation among the three groups. Percentages of change in circulation have been calculated for all groups during both phases of the experiment. The results are presented below.

ANALYSIS OF THE DATA

The results of the experiment are shown in table 1. During term B, the experimental period, the circulation of videos in each of the three groups, as well as the overall circulation, increased over the circulation in term A, the pre-experimental period. The question is whether the observed increases in circulation are statistically significant. To determine this, chi square tests were done at the .05 level of significance.

Table 1
Number of Circulations of Videos in Groups 1, 2, and 3
During Terms A and B¹

1	2	3	4
Group	Term A	Term B	Change
Displayed	6 (.13) ²	18 (.38)	+200%
Recommended	2 (.04)	15 (.31)	+650%
Control	10 (.21)	12 (.25)	+20%
Total	18	45	+150%

Notes: 1 Groups 1, 2, and 3 represent the displayed videos, recommended videos, and control group respectively. Term A represents the pre-experimental period. Term B represents the experimental period.

2 Numbers in parentheses represent circulations per video.

The first test examined whether the differences between the number of loans of the videos in groups 1, 2, and 3 during term A are greater than could be expected because of sampling variability. The test showed that the difference is not statistically significant (chi square=5.34, chi square critical value=5.99 at 2 degrees of freedom). This is the case despite variations among the circulations during this period. The videos in group 3 circulated 10 times in term A, or .21 times per video,

whereas the videos in group 2 circulated only twice, or just .04 times per video, and the number of loans of videos in group 1 fell exactly between the other two, with 6 total loans or .13 loans per video.

The same test was then conducted on the circulation of videos during term B. Again, the difference between the number of loans among the three groups is not statistically significant ($\chi^2=1.2$, χ^2 crit=5.99, 2 df). This information is noteworthy. If one considers the hypotheses of this study and the results of previous research, it might be expected that the difference between the circulations among the groups during term B would be highly significant. But this is not the case. During both phases of the experiment, the videos in all three groups circulated at comparable levels.

During the experimental period the circulation of displayed and recommended videos increased 200% and 650% respectively; whereas, the number of loans of videos in the control group increased only 20%. The difference between increases in the displayed and recommended groups as opposed to the increase in the control group is notable. However, the question remains whether the increases observed in the three groups are statistically significant. A chi square test of the numbers in columns two and three of table 1 yields the value 5.60. As we have seen, the critical value at 2 degrees of freedom is 5.99. Therefore, the hypothesis must be rejected as the possibility remains that the observed increases in circulation may have

arisen by chance alone.

Further tests bear out this conclusion. A comparison was made between the circulation of videos in group 1 with the circulation of videos in group 3. Again the results show that the distribution of numbers in columns two and three are not statistically significant ($\chi^2=1.31$, χ^2 crit=3.84, 1 df). Likewise, circulation in group 2 was compared with that of group 3, and the results were the same ($\chi^2=3.65$, χ^2 crit=3.84, 1 df). In no instance does the change in numbers of loans of videos between the two experimental phases prove to be statistically significant.

CONCLUSION

It should be remembered that the number of loans of videos did increase when these items were displayed and recommended. However, the final conclusion must be that circulation did not increase at a significant level and the hypotheses must be rejected. What might be the reason that the experimental method employed in this study did not elicit increases in circulation so decisively established in previous similar research? For one, this study examined videos instead of books. Are videos simply less susceptible to the effects of promotion than books? Might it be the case that if this experiment were repeated, the videos would circulate just a few more times, thereby rendering the experimental effects significant? Or was there a difference among the student population between the two quarters that made up the study which may have effected the circulation of literature videos? Examination of these and related questions comprises the rest of this paper.

Goldhor, Aguilar, and Baker each proposed different answers to the question, why do patrons select materials from displays and recommended lists more readily than they do from the regular stacks. Goldhor believed that the answer lay in the patron's need for narrowing devices. Aguilar postulated that the principle of least effort may be the motivating factor. And Baker cited the location of the display as the critical factor. However, the present experiment gave patrons a quick way to narrow their search for videos, the videos on display were the only items on

the main floor which could be checked out, and the display was located just a few yards away from the circulation desk. Therefore, this study does not support any of these previous theories. In fact, it calls into question the very notion that displays and recommended lists always cause items to circulate at a higher rate.

On the other hand, there is a primary difference between this study and the studies cited above. It is the use of videos as opposed to books. What is it about videos that might make patrons less willing to borrow them than books? Two answers spring immediately to mind. First, videos require a patron to own or have access to a videocassette player and monitor to make use of the items. Some patrons may wish to borrow a video they see displayed or recommended, but lack the equipment necessary to view it outside the library. On the other hand, VCR's are available for patrons to use in the ERC, but any use of the displayed or recommended videos in the library would not have been measured by this experiment. Second, the length of time that patrons may borrow videos is often shorter than the length of time they may borrow books. For example, at Columbus State videos may only be borrowed for one week whereas books may be borrowed for three weeks. Patrons may be deterred from borrowing videos because they feel they may not have time to watch them.

It should also be kept in mind that in several of the tests conducted on the results presented in table 1, the calculated values approached very close to the critical values. This is not

to say that results obtained must have been in error since other research has confirmed that displays and recommended lists cause books to significantly increase in circulation, and subsequent tests will bear this out for videos. But it is to say that the circulation for all three groups did increase. It did not decline or even stay the same. It may yet be shown that different types of videos (for instance, only fiction videos) in different types of libraries (for instance, public libraries) do respond to certain experimental treatments as books have proven to do.

Finally, it is possible that variations in the student population between quarters may have altered the circulation of videos dealing with literature. Specifically, the number of students taking core writing classes may have been larger during the fall quarter than during winter quarter. As mentioned earlier, students taking writing courses may find a need for videos in the 800s section of the collection since these videos deal generally with writing and literature. In an interview, the Dean of the Communication Skills department at Columbus State, Dr. Bruce Ardinger, informed me that the enrollment in the four basic writing classes, 100, 101, 102, and 111, is typically at its highest level during fall quarter, and it declines gradually each successive quarter through summer. For instance, the total enrollment in one hundred level communication skills classes during fall quarter 1995 was 3,632. During winter 1996 quarter, it was only 3,027. There are two reasons for this trend. The overall enrollment for the entire college is also typically at

its highest level during the fall quarter each year, and it declines during successive quarters. Also, students begin their basic writing classes at different course levels and complete these requirements at different rates. Students in section 111 are required to take only one core writing class. Therefore, many of these students finish this requirement during fall quarter. Students in 101 must also complete 102. Therefore, these students often complete their writing courses by spring quarter. Finally, students beginning in the developmental writing class 100, must complete three writing courses, and typically finish at the end of spring quarter. By summer quarter each year, then, most students who began their coursework in the fall will have completed their core writing requirements. This decline in the enrollment of both the communication skills classes and the overall student population between the two quarters that comprised the experiment may have altered the results obtained. It would be useful to conduct this same experiment during a different school year to determine if the levels of circulation are comparable during successive fall and winter quarters.

In conclusion, this research was undertaken to further examine devices that librarians in an academic setting might use to introduce students to valuable sources for conducting research. By its failure to show that the circulation of videos increases significantly when these items are displayed or recommended, academic librarians may still learn a valuable lesson. It may simply be the case that students in the academic

environment do not recognize videos for the valuable sources of information they are. The perception that videos are to be viewed for pleasure or for general edification like visual how-to manuals, but never as research to be analyzed, challenged, and quoted may persist among students. Further research is needed to show whether students hold this view; for instance, a survey of students' opinions about the value of non-fiction videos would be highly apropos. If students generally hold a negative view of videos as research sources, then librarians will not do students eager to locate resources for research a service by continuing to display videos in the library. Students would be better served by displays of books and creative efforts to show them the value of videos.

**Appendix A: Handout
Some Recommended Videos
On Literature**

Black Women Writers	810.99287 B6271
May Sarton	811.54 M467
Poetry in Motion Vol. 3	811.54 P7452
The Power of the Word with Bill Moyers Pt. 3	811.54 P887
The Power of the Word with Bill Moyers Pt. 6	811.54 P887
The Odyssey of John Dos Passos	813.52 O27
Medieval-Elizabethan, 1400-1600	821.2 M489
Henry V Pt. 1	822.33 H521
King Henry IV Part I Pt. 2	822.33 K52
The Roman Tragedies	822.33 R758
The Tortured Mind	822.33 T712
William Shakespeare: Background for His Works	822.33 W7193
The Life and Adventures of Nicholas Nickleby V.3	822.914 L722
The Life and Adventures of Nicholas Nickleby V.6	822.914 L722
The Life and Adventures of Nicholas Nickleby V.9	822.914 L722
A Room of One's Own	824.912 R777
The Trials of Franz Kafka	833.912 T819
History through Literature: Russia	891.7 H673
Exploring the Short Story	808.301 E96
Drama: Great Age Ahead?	809.2 D763
Cat on a Hot Tin Roof	810.54 C357
Black American Literature: Valerie Smith	810.9896 B627
Voices and Visions Vol. 2	811 V889
Voices and Visions Vol. 8	811 V889
Sonia Sanchez: Wear the New Day Well	811.54 S698
Ernest J. Gaines The Sky is Gray	813 E71
Mark Twain's The Man that Corrupted Hadleyburg	813 M345
Stephen Crane's The Blue Hotel	813.4 B658
E. T., The Extra Terrestrial [Spanish version]	813.54 E96
T. Corraghessan Boyle: World's End	813.54 T111
"Master Harold"--And the Boys	820 M423
Chaucer and Middle English Literature	821.1 C496
The Perilous Voyage: Homer's Odyssey Pt. 3	821.914 H766p
A First Look at Macbeth	822.33 F527
Romeo and Juliet	822.33 R763
The Tempest	822.33 T282
Nadine Gordimer	823 N136
Joseph Campbell on James Joyce Tape 2	823.912 J832
Joseph Campbell on James Joyce Tape 5	823.912 J832
A Doll's House	839.82 D665
The Theatre of Social Problems	839.82 T374
Contemporary Theatre: Samuel Beckett	842.914 C761
Le Petit Prince	843.52 P489
Crossing Borders: The Journey of Carlos Fuentes	863 C951
Mario Vargas Llosa	863 M341
Literature Pt. 2	895.6 L776
Once Upon a Time: Children's Classics Retold in American Sign Language, Vol 2	808.899282 O58

Appendix B

Videos On Display

Once Upon A Time: Children's Classics Retold in American Sign Language

L 808.899282 O58 v.1

Once Upon A Time: Children's Classics Retold in American Sign Language

L 808.899282 O58 v.4

Greenwich Village Writers: the Bohemian Legacy

810.9 G866

Modern American Poetry With Helen Vendler

811.5 M689

Poetry in Motion

811.54 P7452 v.2

The Power of the Word With Bill Moyers

811.54 P887 Part 2

The Power of the Word With Bill Moyers

811.54 P887 Part 5

Katherine Anne Porter: The Eye of Memory

813.52 K191

Chaucer and the Medieval Period

821.17 C496

Shakespeare's As You Like It

822.33 A797

King Henry IV Part I

822.33 K52 Part 1

King Henry IV Part II

822.33 K521 Part 2

The Taming of the Shrew

822.33 T158

The Tragedy of King Richard the Second

822.33 T763 Part 2

The Life and Adventures of Nicholas Nickleby

822.914 L722 v.2

The Life and Adventures of Nicholas Nickleby

822.914 L722 v

The Life and Adventures of Nicholas Nickleby

822.914 L722 v.8

Starglider: A Portrait of Arthur C. Clarke

823.914 S795

Bertolt Brecht

832.912 B546

Madame Bovary

843 M178

Cronica Del Alba

863.6 C947

The Birth of Modern Theatre

891.72 B619

Whispers on the Wind

808.81 W576

Videos on display (continued)**The Southern Literary Renaissance**

810.5 S727

August Wilson

810.9896 A919

Literature: The Synthesis of Poetry

811 L7761

Voices and Visions

811 V889 v.7

Li Young Li: Always a Rose

811.54 L788

The Cask of Amontillado

813 C339

Literature: The Story Beyond

813 L776

Willa Cather's Paul's Case

813 W689

William Faulkner's Barn Burning

813.52 W7161

Louise Erdrich and Michael Dorris

813.54 L888

Trey Ellis

813.54 T817

Old English Poetry

821 O44

The Perilous Voyage: Homer's Odyssey

821.914 H766p Part 2

Early English Drama

822.2 E12

Richard III

822.33 R511

Shakespeare: A Day at the Globe

822.33 S5271

William Shakespeare's The Merry Wives of Windsor

822.33 W7192 Part 2

Joseph Campbell on James Joyce

823.912 J832 Tape 1

Joseph Campbell on James Joyce

823.912 J832 Tape 4

The Seventh Seal

839.772 S497

Ibsen's Life and Times

839.82 I14 Part 1

The Red Balloon

843 R312

Borges and I

863 B732

The Inner Life of J. L. Borges

863 I58

Literature

895.6 L776 Part 1

Appendix C

Videos in Control Group

Once upon a time: children's classics retold in american sign language

808.899282 O58 v.3

Once upon a time: children's classics retold in american sign language

808.899282 O58 v.6

Renaissance: Edna St. Vincent Millay, Poet

811 R94

Poetry in Motion vol. 1

811.54 P7452

The power of the word: with Bill Moyers pt.1

811.54 P887

The power of the word: with Bill Moyers pt.4

811.54 P887

Herman melville's Bartleby the Scrivener

813.3 H5512

Gloria Naylor

813.54 G562

Selected Sonnets

822.33 S699

Henry V Part 2

822.33 H521

Henry IV Part 2

822.33 K521

Shakespeare's imagery: the poet's eye

822.33 S5275

The Tragedy of King Richard the Second

822.33 T763

The Life and Adventures of Nicholas Nickleby

822.914 L722 v.1

The Life and Adventures of Nicholas Nickleby

822.914 L722 v.4

The Life and Adventures of Nicholas Nickleby

822.914 L722 v.7

Frankenstein: the Making of the Monster

823.7 F829

Beowulf and Old English Literature

829.3 B4812

Ghosts

839.82 G427

Theater of the Absurd

852.912 T374

Anton Chekhov: a writer's life

891.72 A634

Presentation Excellence with Walter Cronkite

808.51 P933

Exploring the Novel

809.3 E96

Videos in control group (continued)

The Stories of Maxine Hong Kingston
 810.80895 S884
 Literature: the Synthesis of Poetry
 811 L776
 Voices and Visions
 811 V889 v.4
 Voices and Visions
 811 V889 v.11
 W.S Merwin: the Rain in the Trees
 811.54 W719
 James Thurbers the Greatest Man in the World
 813 J29
 Sherwood Anderson's I'm a Fool
 813 S554
 Into the Morning: Willa Cather's America
 813.52 W6892
 James Alexander Thom: the Storyteller
 813.54 J27
 T R Pearson a short history of a small place
 813.54 T1112
 The Romantic Era into the twentieth century
 820.9 R759
 The Perilous Voyage: Homer's Odyssey pt.1
 821.914 H766p
 The Perilous Voyage: Homer's Odyssey pt.4
 821.914 H766p
 King Lear
 822.33 K53
 Romeo and Juliet
 822.33 R763
 William Shakespeare's Merry Wives of Windsor
 822.33 W7192 pt.1
 The Dead
 823.912 D278
 Joseph Campbell on James Joyce tape 3
 823.912 J832
 Joseph Campbell on James Joyce tape 6
 823.912 J832
 A Doll's House
 839.82 D6651
 The Comedy of Manners
 842.4 C732
 The 400 Blows
 843 F773
 An Uncommon Poet: Octavio Paz
 861 O21
 Gabriel Garcia Marquez: Magic and Reality
 863 G1181
 Classical Comedy
 882.0109 C614

Appendix D

In order to satisfy myself that inherent differences among the groups at the time the experiment began could not account for any observed changes in circulation, I examined them to see whether the sampling method employed had produced essentially comparable groups, within the limits of sampling error. The groups were tested based upon the following criteria: 1) year of publication, 2) length of video, 3) inclusion of summary on the item, and 4) type of case.

1) **Original year of publication** This refers to the year in which the content of the video was produced. The publication date was usually printed on the item itself. When it was not this information was recorded from the catalog record.

2) **Length of video** This was measured according to number of minutes the video takes to play from start to finish. The length was often listed on the video. The catalog also lists this information.

3) **Summary of the contents of the video** This was sometimes provided either on the container which holds the video or on the video itself. However, many of the videos do not provide this information. The inclusion of a summary, however long or brief, on the physical item was considered as having met this criteria.

4) **Type of case** This refers to one of three types of containers which hold videos at Columbus State. The first type are videos enclosed in a plain black case provided by the library. The second cases are large orange boxes which encase the video and

its smaller case entirely, also provided by the library. These boxes are used when a video is accompanied by a text of some sort. The third type are cases which are processed and shelved in the original cases provided by the publisher. These may vary in size and color. However, they are distinctive as a group because the containers all provide some type of promotional information.

The relevant data based on tests of the above criteria is presented in table 2. Essentially, the groups proved to be statistically equal before the experiment began. None of the calculated values of the F distribution or chi square approach the critical values at the .05 level of significance. Therefore, groups 1, 2, and 3 differed from each other by no more than can be explained by sampling fluctuations.

Table 2
Comparisons Between Books in Groups 1, 2, and 3¹

Variable	Group 1	Group 2	Group 3	Computed Value	Critical Value
Mean of Copyright	1984.75	1984.96	1986.33	1.21 ²	3.06
Mean of Length	58.66	56.2	59.33	1.49	3.06
Summary Present?	yes: 21 no: 27	yes: 22 no: 26	yes: 28 no: 20	2.39	5.99
Container Type	black: 21 orange: 6 publisher: 21	black: 22 orange: 7 publisher: 19	black: 17 orange: 6 publisher: 25	1.67	9.49

Notes: 1 Group 1 constitutes the display group, Group 2 the recommended group, and Group 3 the control group.

2 Tests conducted: For variables copyright date and length in minutes--One way ANOVA with 2/141 degrees of freedom. For variables summary present and container type--Chi square with 2 and 4 degrees of freedom respectively.

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